Guidelines for English as a Second Language: Programming and Services

Student Services

NOVA SCOTIA
Department of Education

Guidelines for English as a Second Language (ESL) Programming and Services

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Programming and Services

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Introduction

The purpose of these guidelines is to help school boards develop policy and procedures that direct the delivery of programming and services to students for whom English is not their first language. These guidelines will provide a basis for consistency, quality, equity, and flexibility in the delivery of programming and services for English as a Second Language (ESL) learners.

Rationale

The primary mandate of the public school system is to provide education programs and services for students to enable them to develop their potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Nova Scotia is a diverse society; people from all parts of the world contribute to the social, cultural, economic, and linguistic fabric of our province. Diversity is reflected in our school populations, both in the contributions made and in the unique needs that must be met in order to achieve the purposes of the public school system.

Growing numbers of students come from homes where languages other than English are spoken. Many of these students come from outside the country. Since 1993, the number of students in Nova Scotia schools requiring ESL services has continued to rise. In 2001, the Halifax Regional School Board, which has the highest number of ESL students in the province, identified approximately 600 students who require ESL programming and services. This number represents a 26 percent increase over the past nine years. Many students are unfamiliar with the Roman alphabet or with Western tradition and its cultural biases, history, and lifestyles. Services must therefore include an orientation to Nova Scotian society as well as focus on the teaching of English. The arrival of refugees has also increased the need for psychological and counselling support for personal, educational, or career issues to assist their integration into school and the community. As in most Canadian provinces, Nova Scotian schools are increasingly attracting foreign students. For some foreign students, ESL support may be required.

Other students, although born in Canada, require assistance because they use another language or a dialect of English in their homes that may impede their ability to fully access the school curriculum.

The goal of ESL programming and services is to assist students in acquiring communicative and academic competence.

ESL Programming and Services

School Board Responsibilities

The *Education Act* states that "the education system should be committed to the fair and equitable participation and benefit by all people in Nova Scotia."

The education system has responsibilities for[1]

- the allocation of personnel, time, and materials, including technology, to ensure that all students have access to adequate learning experiences and appropriate resources
- provision for professional growth of teachers, administrators, and curriculum personnel at school, and regional levels
- provision of a mechanism for addressing challenges in terms of controversial issues and texts

The *Act* further states that

64 (2)(a) A school board shall, in accordance with this act and the regulations, make provision for the education and instruction of all students enrolled in its schools and programs.

To fulfill these responsibilities, the Department of Education and school boards need to ensure that the program at all levels is anti-discriminatory, reflects the learner's first language, and reflects a commitment to redress educational inequities based on class, race, gender, ability, or geography.

Purpose

The purpose of ESL programming and services is to provide students who require assistance in achieving English language fluency with educational opportunities that will enable them to develop their individual potential. Providing these opportunities requires schools to address the many issues that challenge students in acquiring English language proficiency and achieving designated curriculum outcomes across the curriculum.

1. Adapted from the *Foundation for the Atlantic Canada English Language Arts Curriculum*, Nova Scotia Department of Education.

ESL programming and services has three major aims:[2]

- **To identify the needs of students who come from culturally diverse backgrounds and whose first language is not English so that they can participate successfully in the education process.**

Schools should introduce new students who require ESL programming and services and their families to the student's school community (i.e., reception and orientation services). These services should include a registration process outlining the potential ESL need and referral for assessment, programming, and services as well as welcoming and orientation for students and their families. Information about the school system should be provided as well. If the parents do not speak English, registration and school-related information can be conveyed through an interpreter or other contact who speaks the parents' language.

- **To provide students who have little or no knowledge of the English language with equitable opportunities to achieve designated learning outcomes across the curriculum.**

Students who require ESL programming and services should be provided with appropriate educational programming and supports for English language acquisition as long as they require them. School boards are responsible for the allocation of personnel, time, and materials, including technology, to ensure that all students have access to adequate learning experiences and appropriate resources.

School boards need to establish a continuum of ESL programming and services. This should include reception and orientation services for newcomers and beginners, transition services that provide intense communicative and academic language support, and services that offer a variety of supports to all students in classroom settings. The system should focus on the needs of these learners at all stages of their English language acquisition and development. ESL programming is only the first step toward English language fluency. All teachers need to be conscious of their student's ability to use English and need to place a high priority on language development, so that students have appropriate opportunities to achieve designated learning outcomes across the curriculum.

2. Adapted, by permission, from Manitoba Education, from *Planning for Success: Developing an English as a Second Language Protocol. A Resource for Kindergarten to Senior 4 Schools* (1998), Manitoba Eduation and Training (Winnipeg, MB: Crown Printer, 1998), 1.24.

- **To build on the ESL student's first language and culture and encourage a positive self image. The learning environment should value diversity and work to bridge cultures and eliminate racism.**

The school's responsibility is to encourage each ESL student to view his/her first language and culture as a strength rather than a limitation. This view supports ESL students in adapting to another culture without devaluing their first language and culture. Students from diverse language backgrounds and cultures enrich the learning environment of the classroom. The first language, prior knowledge, and culture of ESL students should be valued, respected, and wherever possible, used in educational programming. Teachers need to provide opportunities which affirm the value of the student's own language and experiences.

Students Requiring ESL Programming and Services

Students requiring ESL programming and services are those whose first language is not English and whose lack of English language proficiency impedes their ability to access the curriculum and interact with others, both in and out of school. Although ESL programming and services are primarily designed for new Canadians, they may also assist school boards in meeting the needs of other students with ESL needs.

School boards may enrol foreign students as per section 154 (Foreign Student Fees) of the *Governor in Council Education Act Regulations*. Revenue generated through this program can assist boards in providing appropriate ESL services to students for whom this is required.

ESL Programming and Services

Context

Essential Graduation Learnings

Public school education in Nova Scotia has two major goals: to help all students develop to their full potential cognitively, affectively, physically, and socially; and to help all students acquire the knowledge, attitudes, and skills necessary for them to continue as thinking, learning, physically active, valued members of society.

The Public School Programs states that these goals can best be reached if school communities help students to develop in areas of learning called essential graduation learnings. The six areas of learning are as follows:

- aesthetic expression
- citizenship
- communication
- personal development
- problem solving
- technological competence

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

- Learning is a process of actively constructing knowledge.
- Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.
- Learning is enhanced when it takes place in a social and collaborative environment.
- Students need to continue to view learning as an integrated whole.
- Learners must see themselves as capable and successful.
- Learners have different ways of knowing and representing knowledge.
- Reflection is an integral part of learning.

Second Language Acquisition Considerations[3]

English language proficiency and knowledge of Canadian culture are fundamental to the success of students in our school system and in our society.

Children who come from homes where languages other than English and French are spoken, or who come to Canada from parts of the world where English is a second or additional language, may face many challenges, ranging from oral communication to social integration. These students enter school with their own value systems, attitudes, lifestyles, cultures, and educational requirements. Educators need to respect and value student diversity while ensuring that the language acquisition and development processes are successful. Students who are not familiar with Canadian culture and the school system require a period of adjustment. They need to learn about topics such as Canadian peoples, customs, institutions, and climate. Parents need an orientation to the school system and its goals, since these may differ from the educational system they have experienced. Parents should understand that the school system encourages them to become involved as partners in the formal education of their children.

3. The Second Language Acquisition–Considerations have been adapted from *English as a Second Language Policy Framework* (1999), British Columbia Ministry of Education and reproduced/adapted, by permission of Manitoba Education, Training and Youth, from *Planning for Success: Developing an English as a Second Language Protocol: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1998.

Students require both social and academic communicative competence in order to participate fully in educational opportunities.

Many students who require ESL programming and services can develop proficiency in social language (language that is used every day, e.g., conversation) within two or three years. However, research has shown that many years are required to develop academic language (subject-specific language used in school) to the level of native speakers.[4] It generally takes a minimum of about five years (and frequently much longer) for ESL students to catch up to native-speakers in academic aspects of the English language (Klesmer 1994).[5] Therefore, it is important that a student's language proficiency is not evaluated solely on the basis of his/her social language development.

As with all learners, students requiring ESL programming and services show considerable individual variation in their rates of development in all areas, including oral proficiency and reading and writing skills. Students may have strengths in subject areas which may be masked by lack of English language proficiency. School staff need to encourage students to demonstrate what they know and can do in a variety of different ways.Some of the factors that account for this variation include

- the student's strength, proficiency, and literacy in the student's first language
- the level of prior exposure to English
- the age of the student
- previous school experience
- the student's cultural and emotional context
- the student's attitude, experience, and knowledge
- the student's ability to engage in the curriculum

It is most important that the ESL student's language proficiency, cognitive abilities, and maturation process be taken into account. All these individual differences should be reflected in the programming and services that the student receives.

Parents[6] play a vital role in the education of their children and youth by working in partnership with educators.

4. Native speaker is someone who speaks the language he/she learned as a baby.
5. Cummins, Jim. BICS and CALP. http://www.iteachilearn.com/cummins/bicscalp.html (October 2000)
6. The word parent is used as a joint word for parent and guardian.

It is very important that schools look at various ways of establishing and maintaining communication with the ESL student's family as well as the broader community.

The academic and linguistic growth of students is significantly increased when parents see themselves, and are seen by school staff, as co-educators of their children along with the school. Therefore, schools should actively seek to establish a collaborative relationship with parents of linguistically and culturally diverse learners, in order to encourage them to participate with the school in promoting their children's progress.

Process for Planning Programming: Overview of the Stages

Four components need to be addressed in the program planning process for students requiring ESL services: reception, identification and initial assessment, program development and delivery, and ongoing assessment.

Reception[7]

The goals of the reception process are to

- help the student and family feel comfortable in their new environment
- obtain essential information
- register the student

Each school should have established procedures to welcome newly arrived students and their families. At the reception stage there is an exchange of information among the parents, the student, and the school.

As with all students, the registration process for students who are new to Canada involves gathering the following information:

- family information
- educational information
- medical information

In addition to the registration form an ESL Student Profile and Language Survey form should be completed at this time. The use of a student profile and language survey can be of great value and assistance to the school in determining the linguistic needs of the newly arrived student. It is important that the English as a Second Language teacher and classroom teacher have a copy of this form. A copy of this form can be found in the *English as a Second Language (ESL) Oral Language Proficiency and Literacy Assessment* or by contacting your board office.

7. The section on Reception was reproduced/adapted, by permission of Manitoba Education, Training and Youth, from *Planning for Success: Developing an English as a Second Language Protocol: A Resource for Kindergarten to Senior 4 Schools.* Winnipeg, MB: Manitoba Education and Training, 1998.

For students and families who are new to Canada, schools should create supportive environments to help students and their families come to terms with their new life in Canada. A newcomer's first days at school can be stressful for both the student and the receiving class. Students who have limited communicative and linguistic competence in English and who are new to Nova Scotia's culture and school system require a period of adjustment. Current research in the area of cultural adaptation indicates that although every individual's adaptation to a new culture is unique, newcomers generally move through distinct stages as they come in contact with a new culture. These stages of acculturation may last weeks or even years.

Understanding and addressing students' needs are enhanced by practices that support shared, effective, and ongoing communications.

Because the family is central in all decisions affecting the lives of their children, it is important to

- build positive and inclusive partnerships with students' families
- recognize, respect, and accommodate diversity (e.g., make use of an interpreter when communicating with parents)
- respond to family values and goals for their children
- create opportunities for families to become involved in and support their children's education

Identification and Assessment[8]

The assessment of English Language Proficiency in English language learners must be an ongoing process. The process begins with an initial assessment for ESL placement, continues with on-going assessment for instructional planning, and culminates in the assessment of a student's readiness for discontinuation of direct ESL programming and services.

It is important that the person who does the initial assessment is an English as a Second Language teacher or someone who has had the necessary training.

Schools should have procedures in place that outline the purpose of initial assessment and explain the program planning process for students whose first language is not English.

8. The section on Initial Assessment and Assessment was adapted from *English as a Second Language Policy Guidelines* (1999), British Columbia Ministry of Education

The first step in addressing the needs of ESL learners involves the identification of

- language proficiency
- an academic profile
- social/emotional/behavioural needs
- cultural considerations

The purpose of the initial assessment is to identify a student's need for ESL services as well as the types and intensity of the services. Assessment information will assist teachers in designing a program that will enable the student to develop his or her individual potential.

Initial assessment should seek to acquire information on

- the student's English proficiency and experience in all areas of language development: listening, speaking, reading, writing, as well as viewing and other ways of representing
- the student's previous schooling (e.g., report cards if available; information on interruptions to schooling)
- language or dialect spoken in the student's home
- the student's proficiency in his or her first language listening, speaking, reading, writing; when documentary evidence and information from parents are inadequate, assessment of a student's first-language proficiency may be required
- the student's basic skills in academic subject areas (e.g., mathematics)
- possible needs other than ESL programming that the student may have (e.g., special needs, trauma counselling)

Assessment of English proficiency should take into account linguistic and cultural diversity and must be non-discriminatory.

Initial assessments will typically be conducted upon a student's arrival at school, but may be conducted at any point if a teacher believes a student requires ESL services. Initial assessment should include a combination of

- oral interviews
- reviews of students' oral and unedited written language samples
- checks of students' listening and reading comprehension

Use of diagnostic achievement tests may yield helpful information, but these tests should not be the sole basis for making an initial assessment. Diagnostic achievement tests are designed to identify what a student has learned academically and to target the best point in the curriculum to begin teaching.

Results from these tests can be used to assist in

- selecting appropriate material for the student's use in independent learning
- selecting slightly more difficult materials that will be most suitable for use in instructing the student
- screening out more difficult material which would be frustrating to the student because the pre-requisite skills and concepts for understanding inst. :tion have not yet been acquired

Caution should be used when using ability (IQ) tests written in English with students from non-English speaking backgrounds. These tests are culture bound and so may not fairly represent the student's ability to learn.

Program Development and Delivery[9]

Program Development

Following the initial identification and assessment, a program planning team determines the programming needs and supports required. The team works collaboratively to plan, implement, and evaluate appropriate programming for students whose first language is not English. Collaborative planning is essential to ensure that ESL students are appropriately supported across the curriculum. The program planning process currently in place for students with special needs is also applicable when programming for students whose first language is not English.

Students identified as being proficient in their communicative and academic language skills should be monitored by their teachers in terms of future needs. These students may still have occasional comprehension problems and may require some assistance with language structures and vocabulary. They may also require support in adjusting to Canadian culture.

Some students will require adaptations to achieve designated curriculum outcomes. Adaptations include a change in learning resources, instructional strategies and/or assessment and evaluation methods and/or support services. Adaptations do not include a change in the curriculum outcomes. Often adaptations are sufficient to address the needs of ESL students.

All teachers of ESL students should be aware of the specific linguistic demands of each subject area with which their students have to deal. Because language and content are highly interdependent in most subject areas, the main challenge for teachers of ESL students is to determine if they understand the concepts and procedures integral to the subject area even though they are still learning English. During the planning process the program team needs to look at each subject area individually to determine what level of support the student will require.

Individual Program Planning (IPP)

When adaptations are not sufficient to address student needs, an individual program plan (IPP) is required. IPP's are used when changes must be made to the curriculum outcomes. When students who require ESL programming and services are unable to achieve designated curriculum outcomes or for whom the outcomes are not applicable for a course or subject or grade, an IPP is required. For example, students who are at the beginning

9. The Program Development and Delivery section is taken from the Nova Scotia Department of Education's *Special Education Policy Manual.*

stages in their English language development may need an IPP if they have little or no formal education in literacy development in their first language, or if their education has been seriously interrupted.

In most cases an IPP will be used on a short-term basis to provide a bridge in preparing students to achieve the designated curriculum outcomes. The program planning team will need to plan for, assess, and document student progress on an ongoing basis. (An outline of the program planning process is located in Appendix III*).

The core of a program planning team is made up of

- a school principal or vice principal (to act as chair)
- teachers involved with the students (classroom teachers, English as a Second Language teachers, resource teachers)
- parents/guardians
- student (as appropriate)

Dependent upon the needs of the student, and on the personnel resources of the board, and the community, the team might also include one or more of the following:

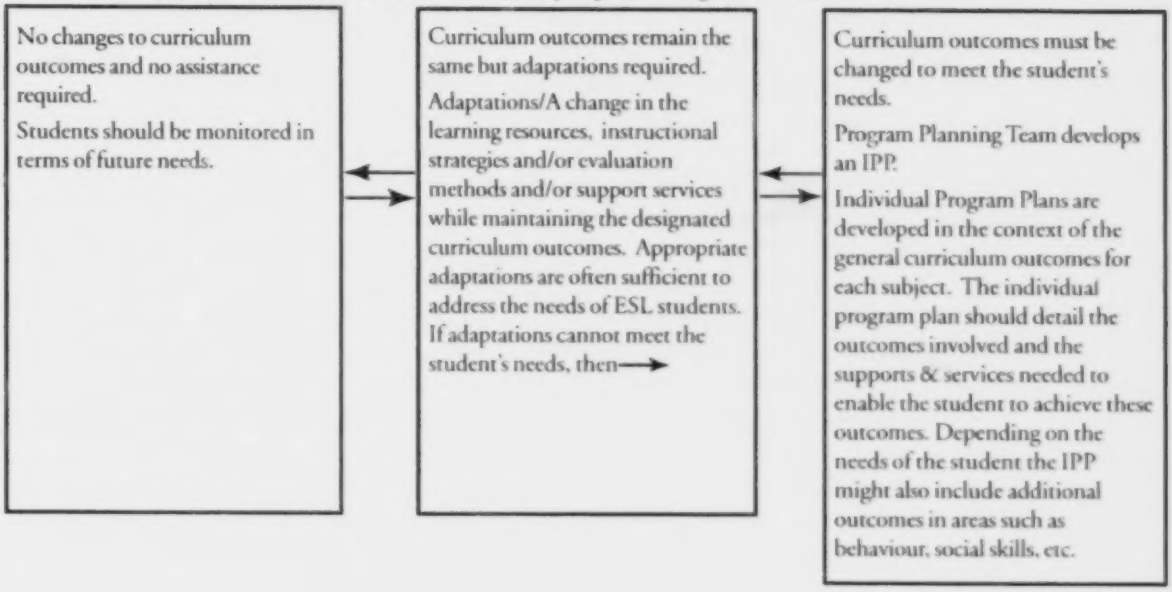
- designated school board staff representative
- school counsellor
- school psychologist
- speech-language pathologist
- representatives of other agencies (e.g., YMCA, MISA)
- student advocate/friend

Every attempt should be made to involve parents in this process and encourage them to feel comfortable in presenting their views of the student's strengths and needs.

Students who require ESL programming and services have the same spectrum of abilities as any other cross-section of the population. The fact that they may require extra assistance to learn the language of instruction does not exclude the possibility that they may have special education needs that would require the development of an IPP. Some students may also have particular talents and gifts that demand consideration.

*See *Special Education Policy Manual* for information on IPPs.

The following graphic outlines the continuum of programming for ESL learners.


No changes to curriculum outcomes and no assistance required.
Students should be monitored in terms of future needs.
Curriculum outcomes remain the same but adaptations required.
Adaptations/A change in the learning resources, instructional strategies and/or evaluation methods and/or support services while maintaining the designated curriculum outcomes. Appropriate adaptations are often sufficient to address the needs of ESL students. If adaptations cannot meet the student's needs, then→
Curriculum outcomes must be changed to meet the student's needs.
Program Planning Team develops an IPP.
Individual Program Plans are developed in the context of the general curriculum outcomes for each subject. The individual program plan should detail the outcomes involved and the supports & services needed to enable the student to achieve these outcomes. Depending on the needs of the student the IPP might also include additional outcomes in areas such as behaviour, social skills, etc.

Additional Programming Considerations

Some ESL students may require additional support and counselling as their personal circumstances make learning difficult. These students include refugees and newcomers who may have

- been traumatized by past experiences
- ongoing medical and/or mental health problems (e.g., sensory loss, nutrition deficiencies)
- limited formal schooling, who are not progressing academically and require learning assistance
- gaps in their formal education
- been left on their own in Canada by parents who have returned to their country of origin

Current knowledge of effective practices should be the basis for program planning for ESL learners. The initial assessment to identify students who require ESL services, the ongoing review of their progress, and program planning are shared, professional obligations of administrators, teachers, and other educators who have responsibility for ESL students.

Program Delivery

Nova Scotian school boards and schools have developed and implemented a variety of ESL programming approaches. These approaches have been influenced by the size of ESL populations, board and school philosophies, and fiscal considerations. It is important that each school board and school examine its local factors before making decisions regarding the program options that will be most beneficial to students who require ESL programming and services.

Students who require ESL programming and services need to continue social and academic development as they acquire English language skills. Including ESL students with their English-speaking peers in regular instructional settings, along with appropriate program planning and support, enhances their development in both of these areas. Integration of ESL students should be viewed as a process which is learner-centered. Factors that affect the amount and rate of integration for a student who requires ESL programming and services include

- the student's level of proficiency in oral and written language
- the degree to which the student's home culture compares to the school culture
- the extent to which the student's concept development matches that expected in the school

Second-language learners develop new concepts at the same time as they are learning new language. It is very important that students work on content that is developmentally and age appropriate. The delivery of programming and services for students who require ESL programming and services should focus on the acquisition of language, knowledge, and cultural understanding that will enable them to access the prescribed curriculum.

The term ESL programming encompasses a wide range of programming approaches, some of which are currently being used within Nova Scotia schools. The following examples outline a continuum of programming supports.

Programming Models

In an inclusive programming approach, students who require ESL programming and services participate in grade-level/subject area classrooms on either a part-time or full-time basis. Decisions on level of participation and supports are made by the program planning team.

Effective programming and services for second language learners should focus on the acquisition of language, knowledge, and cultural understanding that will enable the student to access the learning outcomes. Programming and services provided by classroom teachers, English as a Second Language teachers, and resource and learning centre teachers are intended to assist students in achieving the learning outcomes of the PSP curriculum and to assist students who are on individual program plans to achieve their individualized outcomes. The collaboration which is critical to ensuring this essential relationship between language support and outcomes is facilitated through the program planning process as outlined in the Special Education Policy Manual.

Many student's language needs may be met through adaptations in the classroom. Teachers should make use of a variety of teaching approaches and strategies such as (1) those pertaining to how the teacher uses language to present information or interact with students and (2) those pertaining to classroom procedures and instructional planning (provision of contextual supports to facilitate language development).

Generally the first experiences of ESL students with regular instruction should be in classes that are not conceptually or culturally different from their own experiences (art, physical education, family studies, math). English language instruction should be related to the content of what the students is learning. When students are not able to meet the language dependent outcomes specific to various subject areas, additional support is required.

Often students are withdrawn from their classes to get assistance with both academic and social language. Collaboration between the English as a Second Language teacher and the student's subject area/classroom teacher is very important. Support time varies to provide for individual needs. More time for language instruction needs to be given to students who are at the beginning and intermediate stages in their English language proficiency.

ESL centers provide an intensive and focussed language learning environment with the support of an English as a Second Language teacher. These are most often found in schools that have a significant number of students who require ESL programming and services. They are appropriate for students who are at the beginning and intermediate stages of English language development and so require ESL programming and services.

The duration of attendance in these specialized centres is determined by personal, educational, first language, community, programmatic, and time factors.

Transitional programming models are most common in senior high schools. Locally developed ESL transitional courses in English language arts may be provided as a bridge to accessing curriculum outcomes. These courses are appropriate for students who are at the beginning stage of English language acquisition. They focus on language learning and content instruction.

The following diagram outlines a continuum of ESL programming support based on proficiency level. The proficiency levels range from 1 to 5 with 1 representing pre-beginner and 5 representing independent.

Note that a student's proficiency level in literacy and oral language can sometimes be different.

Direct ESL Programming and Services not required. Student is able to participate fully in classroom/school program. Student progress should be monitored.	Direct ESL Programming and Services may not be necessary. Adaptations/ support may still be required in specific areas where there are identified needs with consultation from the appropriate specialist teacher.	Program Planning Team ensures that the student's learning needs are clarified. Adaptations are documented. Additional Language Support required by English as a Second Language Teacher.	Program Planning Team ensures that student learning needs are clarified. Student may require a combination of adaptations and Individual Program Plans. Intensive programming in ESL required by English as a Second Language Teacher.	Program Planning Team ensures that the students learning needs are clarified. Orientation and short term intensive programming offered throughESL Centre.
(5) Independent	**(4) Advanced**	**(3) Intermediate**	**(2) Beginner**	**(1) Pre-Beginner**

Assessment[10]

The primary purpose of assessment is to provide information to improve student achievement and instructional programs, and to produce a basis for evaluation. An assessment should also recognize that ability to use English in socially and culturally appropriate ways is an important aspect of linguistic competence. The assessment of an ESL student's communicative and academic competence requires some specialized knowledge.

Determinations in this area should be made by educational professionals with ESL training, in conjunction with classroom teachers and others, as appropriate. School boards are responsible for providing professional development opportunities in this area.

The teacher's use of a broad range of assessment strategies and tasks affords students multiple opportunities and a variety of ways to demonstrate their knowledge, skills, and attitudes. Teachers may rely on a variety of sources for their assessments, including the following:

- the teacher's anecdotal records and teacher journals or log books
- conferences with the student
- observations
- peer assessment
- pencil and paper procedures (quizzes, tests, examinations)
- performance assessments
- the student's self-assessment
- students journals or log books
- student's work samples

Students benefit when they clearly understand the expectations for their learning. When students are aware of the outcomes for which they are responsible and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, what they are able to do, and what they value.

Assessment tasks should be meaningful and engaging to learners and should provide the ongoing feedback students require to set goals for improving their learning and performance. Assessment strategies should also provide the feedback teachers need to determine areas requiring intervention and support and to tailor instruction to the individual learning needs and styles of their students.

10. The Assessment section was adapted from the *Foundation for the Atlantic Canada English Language Arts Curriculum* (1996), Nova Scotia Department of Education and the *English as a Second Language Policy Guidelines* (1999), British Columbia Ministry of Education

A documented assessment of English-language proficiency should be conducted at least annually. This annual review of English-language proficiency should be based on a review of ongoing assessment records (as previously described) together with the student's report card and information such as records of school-based team or department meetings pertaining to particular students. The assessment should take account of the fact that students may have differing levels of proficiency in relation to different aspects of language (e.g., they may have more advanced oral language proficiency than written language proficiency).

In assessing language proficiency, boards may choose to have schools use a method of describing the student's performance in relation to a matrix of descriptors. A variety of descriptors can be used to profile a student's level of English language proficiency. This use of descriptors is also beneficial for reporting, as it enables teachers to make consistent judgments about the quality of student work. If the student is not making progress, it may be necessary to conduct further assessment of the student's needs and to adjust programming and services accordingly.

If the review determines that the student is functioning at the age and grade level given commensurate abilities, the student may no longer require ESL services. This does not preclude the student's receiving ESL services in the future should the need arise.

Transition Planning

A student's level of proficiency in English needs to be continuously reassessed. This is very important when students move from elementary to junior high school or from junior high to high school, since the cognitive and academic language demands may increase dramatically. A student who appears to be working at a high intermediate to advanced level (with both oral and literacy proficiency) by the end of grade six may still be found to require significant ESL support in the junior high school program. During the transition process it is important that teachers who will be receiving ESL students are informed about the kinds of supports that will be required when programming for these students. Diagnostic information is used to inform programming and services decisions at the junior and senior high levels.

Reporting the Learner's Progress[11]

Communication about student achievement should be continuous throughout the year and should include, in addition to the report card, interviews, phone calls, informal reports, and parent/student/teacher conferences. Appropriate interpreters should be provided for parent/teacher conferences as necessary.

Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to communicate plans for teaching, and assist families in supporting learning at home. It is important that parents be informed of their child's progress in social and academic language proficiency as part of the regular reporting process. It is the right of students to be informed of their educational progress on a regular basis.

Teachers have a responsibility to ensure that assessment and evaluation procedures are clearly communicated to students and parents, to explain accurately what progress students are making in their learning, and to respond to student and parent inquiries about learning.

The reporting requirements for ESL students who are following the provincial curriculum for a course, subject, or grade are the same as for other students in accordance with board policies.

An English as a Second Language teacher responsible for providing some portion of the student's educational program should provide written information on the student's progress for inclusion with the report of the classroom teacher.

Suggestions for parents on how they can support their children should be included. Anecdotal comments should focus on what the student has learned and his or her strengths and needs. Reports should contain information that describe what the student can do, areas in which they require further support for development, and ways in which the school or home can support students in their learning.

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11. The Reporting the Learner's Progress section was adapted from *English as a Second Language Policy Framework* (1999), British Columbia Ministry of Education

Appendices

Appendix I

Recommended Policy Format for Boards

Following is a recommended policy and procedures format for boards:

1. Introduction

2. Rationale

3. English as a Second Language Programming and Services

   - Purpose
   - Aims

4. Student requiring ESL Programming and Services

   - Context
   - Considerations

5. Process for Planning Programming: Overview of the Stages

   - Reception
   - Identification and Assessment
   - Program Development and Delivery
   - Assessment

6. Reporting the Learner's Progress

7. Transition Planning

Appendix II

Recommended Competencies for English as a Second Language Teachers

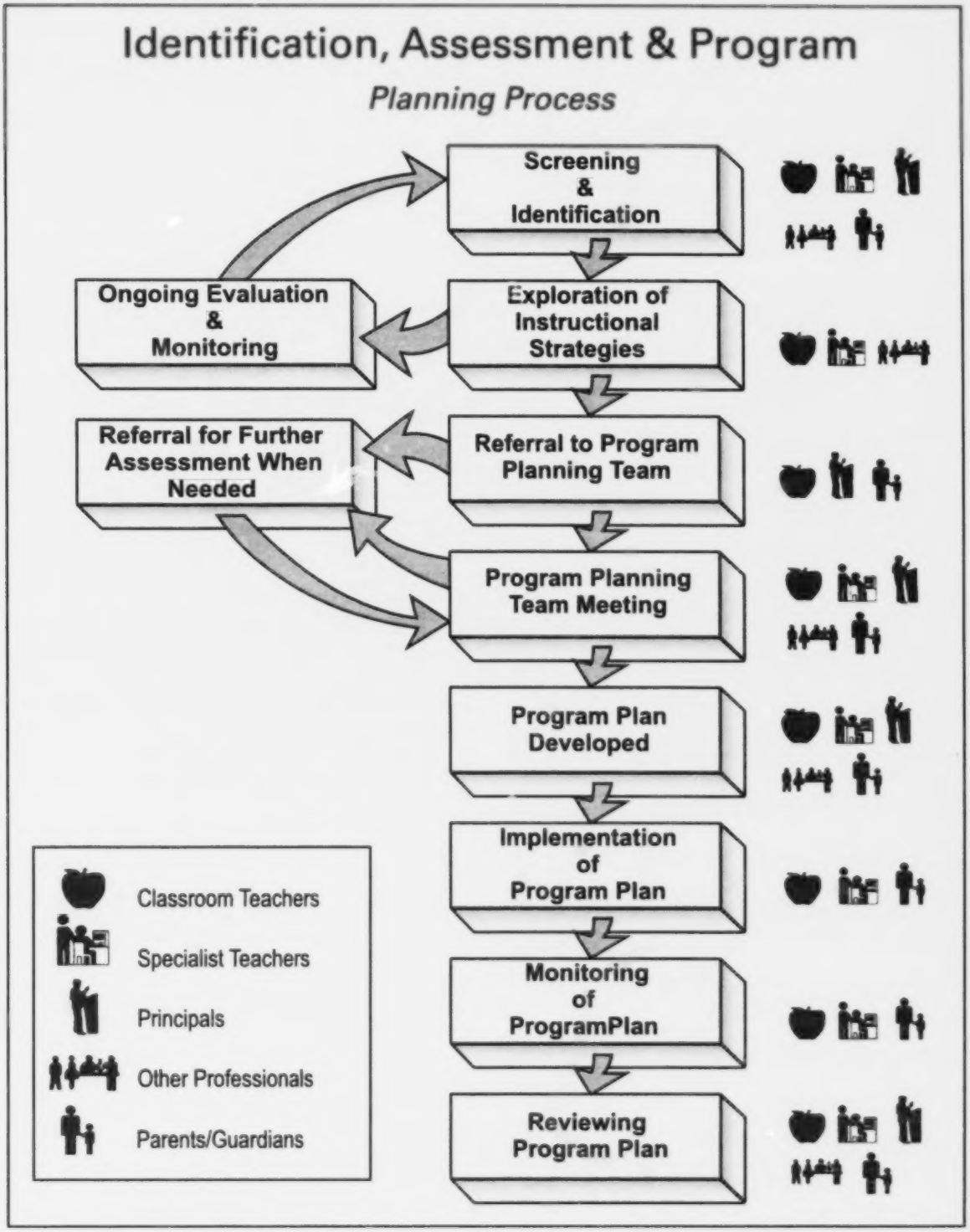
Suggested competencies for English as a Second Language specialists are as follows:

- **A professional teaching certificate and classroom teaching experience**
- **Specialized skills in teaching ESL**

In addition to fluency in English, training in ESL methodology is essential. Unless a teacher understands the differences between learning one's first language and learning an additional language, he or she will have difficulty assisting students through the various stages in their growth toward English language proficiency. Specialized education for English as a Second Language teachers should consist of academic training in the following areas:

- curriculum and instruction courses for teaching ESL
- cross-cultural sensitization and strategy training
- Aboriginal/Multicultural/Cross Cultural studies
- principles and application of first- and second-language learning
- applied linguistics and pedagogical grammar
- assessment and instructional strategies
- practicum experience

The above competencies can usually be met through a Masters of Education degree with a concentration in Teaching English as a Second Language.


Identification, Assessment & Program
Planning Process
Screening & Identification
Exploration of Instructional Strategies
Referral to Program Planning Team
Program Planning Team Meeting
Program Plan Developed
Implementation of Program Plan
Monitoring of ProgramPlan
Reviewing Program Plan
Ongoing Evaluation & Monitoring
Referral for Further Assessment When Needed
Classroom Teachers
Specialist Teachers
Principals
Other Professionals
Parents/Guardians

References

Appendix III

Manitoba Education and Training, *Planning for Success: Developing an English as a Second Language Protocol: A Resource for Kindergarten to Senior 4 Schools* (1998).

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Nova Scotia *Education Act*, Statue Nova Scotia 1995–96, c.1

School Boards Act, Statues Nova Scotia 1991, c.6 as repealed by *Education Act*, Statue of Nova Scotia 1995–96.